

STANDARDS OF GOOD PRACTICE IN THE EMPLOYMENT OF PART-TIME/ ADJUNCT FACULTY

A BLUEPRINT
FOR RAISING STANDARDS
AND ENSURING FINANCIAL
AND PROFESSIONAL EQUITY



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Summary of Standards of Good Practice

STANDARDS OF COMPENSATION

1. **Part-time/adjunct faculty should be paid a salary proportionate to that paid full-time tenured faculty of the same qualifications for doing the same work.** The manner in which pro rata pay is calculated is a matter of institutional choice depending on the nature of the college or university. In general, however, these standards are organized around the principle of pairing fully proportionate professional responsibilities with fully proportionate compensation.
2. Part-time/adjunct faculty should receive pro-rated sick leave and pay for holidays and breaks.
3. Part-time/adjunct faculty should receive proportionate healthcare and pension benefits.
4. Part-time/adjunct faculty should be paid for holding office hours for student conferences. Full pro rata pay would address this problem if the calculation of pro rata includes office hours. In the absence of full pro rata pay, however, part-time/adjunct faculty should receive additional compensation to hold office hours.
5. In the absence of full pro rata pay, part-time/adjunct faculty who participate in institutional committee work should be compensated for doing so.
6. Part-time/adjunct faculty should have unemployment insurance available to them when they are not on the college payroll.

EMPLOYMENT STANDARDS

1. **Part-time/adjunct faculty members should be initially hired with the same care and subjected to the same interview process as any other applicant to the department.** A credible hiring process provides the essential foundation for financial and professional equity.
2. A probationary period of time should be set for the evaluation of part-time/adjunct faculty members, after which they will achieve a form of job security. Evaluation criteria, standards and procedures, commensurate with the professional obligations of the position, should be comparable to those of full-time faculty.
3. Upon successfully completing a probationary period, part-time/adjunct faculty should achieve a form of seniority.
4. Once seniority is achieved, part-time/adjunct faculty should be subject to non-reappointment in only two circumstances—if the courses taught are not being offered, or for cause, utilizing all due process protections.
5. Part-time/adjunct faculty should be permitted to order their own texts and design their own courses unless these are departmental decisions, in which case part-time/adjunct faculty should be invited to participate in the deliberations.
6. Qualified part-time/adjunct faculty who have successfully completed a probationary period should be given preference in consideration for full-time positions in accordance with the requirements of the position, the needs of the department and the part-time/adjunct faculty member's seniority.

STANDARDS OF PROFESSIONAL RESPONSIBILITY AND SUPPORT

1. Upon initial appointment, part-time/adjunct faculty members should be oriented to the institution and to the department, to the curriculum and support services, to the institution's governance and structure, and to the department's expectations regarding the successful performance of their duties.

2. To ensure adequate preparation time, class assignments should be made, whenever possible, using the same calendar and time line accorded full-time faculty.

3. Part-time/adjunct faculty should be provided suitable office space and should have paid office hours to meet with their students.

4. Part-time/adjunct faculty who have achieved seniority and the job security that goes with it should be invited to participate in departmental meetings and other committees with voting privileges and should be compensated for doing so.

5. Part-time/adjunct faculty should have access to secretarial and technological support services necessary to the fulfillment of their responsibilities as well as to adequate supplies, to the library and to other campus privileges.

6. Part-time/adjunct faculty should have opportunities and financial support to participate in conferences and workshops for their professional development, to apply for grants and to participate in the institution's tuition support program.

ENSURING FULL RIGHTS FOR PART-TIME/ADJUNCT FACULTY WITHIN THEIR UNIONS

1. National unions seeking to organize part-time/adjunct faculty members should be committed to sustain a vigorous organizing campaign at the campus and to make a priority of part-time organizing nationally.

2. Where full-time and part-time/adjunct faculty members are in the same union on campus, the part-time/adjunct faculty must have full voting rights on all union matters, including the election of officers and the ratification of contracts. Part-time/adjunct faculty, often treated as second-class citizens at work, should never be treated as second-class citizens in their own union.

3. Where full-time and part-time/adjunct faculty members are in the same union on campus, part-time members should be actively encouraged to participate in all union affairs.

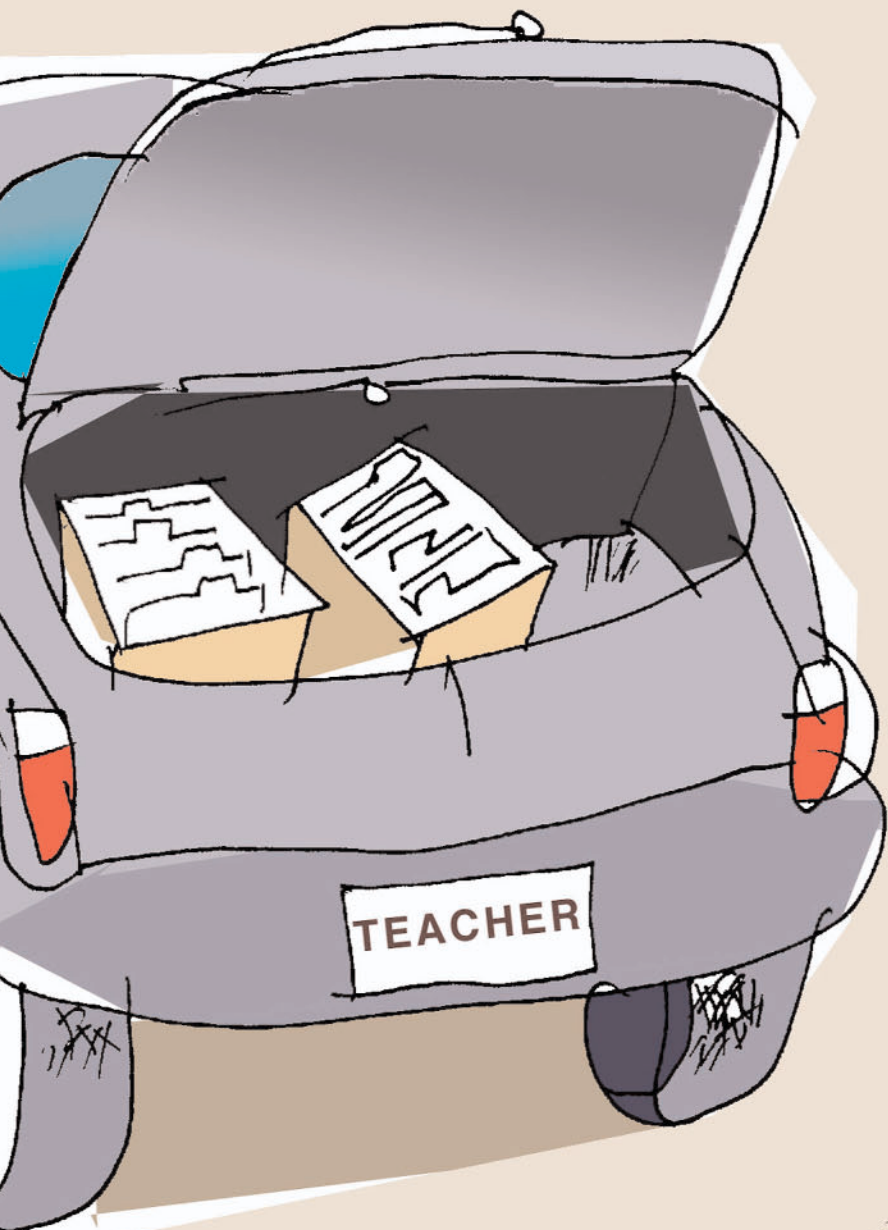
4. Where full-time and part-time/adjunct faculty members are in the same union on campus, the part-time/adjunct faculty have a right to expect that their union, including the full-time faculty, will push for full implementation of the standards of good practice in this report.

5. Where the full-time and part-time/adjunct faculty members at an institution are not in the same union, regular communication and information exchange should be established between representatives of the full-time and part-time/adjunct faculty.

6. Given the rewards that come from developing an effective union, membership dues for part-time/adjunct faculty should be set at a high enough level for the local union to be strong, while at the same time taking into account the limited compensation part-time/adjunct faculty receive.

7. All faculty unions on campus should take responsibility for initiating programs aimed at increasing understanding between full-time and part-time/adjunct faculty members.

8. National, state and local higher education unions should provide information to, and advocate on behalf of, part-time/adjunct faculty applying for unemployment insurance during periods when they are not teaching.



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Introduction

The Academic Personnel Crisis

In 1998, the American Federation of Teachers called it the phenomenon of the “vanishing professor.” The proportion of full-time tenured faculty at America’s colleges and universities has declined significantly, replaced by ever-growing numbers of part-time/adjunct and other nontenure-track faculty.

Between 1971 and 1986, the number of part-time/adjunct faculty increased by 133 percent while the full-time faculty increased by only 22 percent. These trends continue. The National Center for Education Statistics (NCES) writes in its March 2002 report, *Part-time Instructional Faculty and Staff*, “that there has been an increase in the number and percentage of part-time faculty over the last 20 years is undeniable.”

This and another NCES publication, *The Digest of Educational Statistics*, provide a historical snapshot of that growth based on the most recently available national data, which goes up to 1998. The following table shows that the percentage of part-time/adjunct faculty rose by almost 10 percent between 1987 and 1998.¹

Faculty Employment Status (Percent)

Year	Full-time	Part-time/Adjunct
1987	66.9	33.1
1992	58.4	41.6
1998	57.4	42.6

The decrease in the expansion of part-time/adjunct faculty between 1992 and 1998 may have resulted from the economic boom, which allowed colleges to hire more full-time faculty, as well as from the growth in part-time/adjunct unionization during this period. Again, the March 2002 NCES report notes that the increasing concern of policymakers, administrators, researchers and the public over the increase in part-time faculty is due

¹ It is extremely difficult to establish clear definitions of part-time/adjunct faculty employment or to obtain reliable data on the numbers. From institution to institution, faculty serving in these positions are designated by myriad titles and are classified by a confusing variety of appointments and salary terms, so that comparisons are hard to make. Among the terms employed are “adjuncts,” “special lecturers,” “acting faculty,” “wage-section faculty,” “hourly,” “short-term,” “emergency” and “temporary” employees. In addition, many part-time/adjunct faculty in fact may have a full-time teaching load or even more, either at one institution or at a number of institutions. In the end, the precise meaning of “part-time/adjunct” faculty is based on the institution’s own nomenclature and employment practices.

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in part to the fact that “[p]art-time faculty members have become more vocal about what they see as inequitable treatment in the workplace and, in many states, have sought to unionize in an effort to improve working conditions, salary, and benefits.”

At the same time, the NCES data demonstrate that the increase in part-time/adjunct staffing is only one aspect of the academic personnel crisis. The table below, again utilizing the most recent available information, demonstrates the trend toward employing full-time faculty who are not eligible for tenure.

One issue that is important to recognize within this larger trend toward part-time/adjunct and non-tenure-track faculty is gender. Women represent approximately 33 percent of full-time faculty, but they represent nearly 45 percent of part-time/adjunct faculty. In particular academic subject areas that rely heavily on contingent labor, these numbers go up. For instance, in the humanities, women hold only about 38 percent of the full-time faculty positions while holding 59 percent of the part-time/adjunct faculty lines. Thus, the impact of the movement to part-time/contingent work is magnified for women.

It is also important to note that this rising tide of part-time and contingent employment is not limited to higher education. Even excluding self-employed and independent

contractors, it is estimated that there are about 2.4 million contingent workers in the United States, and most of them report they would prefer a permanent job. The median income of these workers was found to be 34 percent less than the median income of non-contingent workers.

In some instances, contingent jobs can be attractive to people who already hold a full-time job or want more flexibility than a full-time job offers. In some fields—but not most—the jobs may even pay relatively well. In large part, however, the new corps of contingent workers is generated by corporate layoffs and downsizing and by reductions in the budgets of public service institutions. The resulting number of dislocated workers enables employers to hire qualified workers at wage rates far below full-time salaries and generally without the pension and health benefits that go along with full-time jobs. Higher education’s movement toward contingent work is just one example of this overall trend.

The Question of Overuse

One thing needs to be made clear at the outset: The overwhelming evidence is that part-time/adjunct faculty serve with great distinction on campuses across the country. There *are*, and always have been, good reasons for employing part-time/adjunct faculty. These include:

- Bringing into particular classes the perspective of professionals working in their field whose experience would be especially beneficial to students, and where hiring a full-time faculty member with such experience would be impractical;

Year	Tenure Status of Full-time Faculty (Percent)			
	Tenured	On Tenure Track	Not on Tenure Track	No Tenure System Available
1987	58.5	23.9	8.9	8.6
1992	55.5	23.5	12.4	8.6
1998	53.1	18.8	18.1	10.0

- Contributing expertise in a particular subject area that is not available among the full-time faculty, in cases where the employment of an additional full-time faculty member with that expertise would not be warranted;
- Filling in for the temporary loss of a full-time tenured faculty member;
- Providing for unanticipated short-term changes in enrollment.

The facts tell a different story, however. They demonstrate that part-time/adjunct faculty are being employed today in tremendous numbers—not to supplement the college’s regular education program or to fill gaps in the corps of full-time faculty—but as a low-cost way to avoid filling needed full-time jobs. For example, two of every three first-time hires in U.S. community colleges are part-time/adjuncts—scarcely a sign that part-time hiring is limited to special circumstances. At many colleges and universities, including elite institutions, full-time tenure-track faculty no longer teach a majority of introductory undergraduate courses.

The Coalition on the Academic Workforce (CAW), a group of academic disciplinary associations, in 2000 examined the employment and compensation practices of colleges and universities in nine social science and humanities fields. Based on the CAW survey, full-time tenure-track faculty are teaching only 48 percent of introductory courses in those nine fields, with the remainder being taught by part-time/adjunct faculty, non-tenure-track faculty or graduate teaching employees. This trend is most pronounced in the fields of English, foreign languages and literature where only 25 percent, 28 percent and 35 percent of courses respectively, are taught by full-time tenure-track faculty.

No one seriously can maintain that this dramatic surge in part-time/adjunct hiring is based on educational need or desirability. What drives this unhealthy trend is not education but budget—the desire to cut costs

and to swell enrollments by any means available. The reliance on part-time/adjunct faculty has become economically attractive to states eager to cut taxes and meet the demands of competing priorities. As a steady stream of qualified academics continues to enter the job market, as tenure-stream positions dry up, as administrators decide not to open new positions based primarily on cost, and as more and more faculty are denied tenure, the number of part-time/adjunct faculty continues to grow. Clearly, this trend will not abate absent a concerted effort to bring about change by individuals and organizations—such as labor unions—in a position to do so.

The average pay is so low that pay equity advocates have reason to call today’s colleges and universities ‘academic sweatshops.’

The Question of Exploitation

Because financial considerations drive the employment process, it comes as no surprise that the compensation, benefits and professional support accorded to part-time/adjunct faculty are woefully inadequate. Even though part-time/adjunct faculty exhibit relative longevity (averaging seven years in their current position), the average pay is so low that pay equity advocates have reason to call today’s colleges and universities “academic sweatshops.” According to the CAW report, the vast majority of part-time faculty members (72 percent) in nine key fields are paid at a rate of less than \$3,000 per course—in many institutions, it is below \$2,000. As a result, the typical part-time/adjunct instructor receives annual earnings that put him or her on a par with fast-food workers.

In addition, most part-time/adjunct faculty receive few, if any, medical or fringe benefits. Of those departments that responded to the CAW survey, only 27 percent reported that

Their exploited status requires part-time/adjunct faculty to rise above adverse and unreasonable circumstances in order to deliver quality education.

part-time/adjunct faculty members are offered *any* benefits, including health, retirement or life insurance. The remaining 63 percent reported that part-time/adjunct faculty members are offered no benefits whatsoever. Similarly, the report confirmed that many part-timers do not have access to e-mail, offices or even telephones on campus, undermining the ability to communicate with and effectively educate their students. Most part-time/adjunct faculty are denied such basic professional perquisites as paid preparation time, office space, paid hours for student advisement or a role in academic decision-making.

tage at the outset. If, as is often the case, part-time/adjunct faculty are not properly briefed on departmental and institutional policies and procedures, or given a minimum level of professional support, they may have difficulty in implementing the curriculum (particularly courses meant to follow in sequence) and in serving as liaisons between the student and the institution.

Because part-time/adjunct faculty generally lack paid office hours or decent offices (if they have any office at all) these workers are impeded in their ability to hold student conferences or otherwise assist students outside class hours. This is especially troubling in light of the fact that part-time faculty are often assigned to teach courses, such as developmental English and math, with large numbers of students who need the greatest help. Some part-time/adjunct faculty have indicated that the adverse conditions under which they work make it difficult for them to recommend teaching as a career or to serve as role models of a profession that students would aspire to join.

Part-time/adjunct faculty are not usually given an opportunity to participate in the academic committees that set curriculum or program policy—or, if they are allowed to participate, they may not be compensated for that service. This has two negative effects. First, it denies academic decision-making from including the point of view of many qualified, dedicated faculty members. Second, by limiting the proportion of faculty members entrusted with decision-making, the current system greatly intensifies the burden of departmental governance for full-time faculty and interferes with their ability to undertake other assignments.

As noted earlier, part-time/adjunct work is attractive to some faculty, allowing them the time and energy to pursue other professional, personal and family interests while simultaneously providing income. But for many part-time/adjunct faculty, the years of poor salaries, low status and shoddy treatment

The Question of Quality— Roadblocks to Best Professional Practice

Part-time/adjunct instructors teach with distinction and make major contributions to the institutions they serve. Such fine work is remarkable considering the impediments under which they work and the many difficulties and obstacles thrown in their way. What creates the “problem” of part-time/adjunct faculty is not any inadequacy on the part of these faculty members themselves but, rather, their exploited status, which requires them to rise above adverse and unreasonable circumstances in order to deliver quality education.

Nevertheless, an unfair two-layer employment system can have detrimental effects both on students and on the quality of the instruction and services they receive. Instructors called up at the last minute, using someone else’s choice of texts or other instructional materials, are put at a disadvan-

instead can result in a serious loss of professional stature. In fact, part-time/adjunct faculty members may be negatively, and wrongfully, judged by other faculty members based solely on their part-time status. In the absence of a strong collective bargaining contract, part-time/adjunct faculty often perceive that their length of experience, superior qualifications and extra-classroom achievements are unlikely to improve their condition. Such adverse conditions and a two-tiered personnel system are not conducive to the kind of professional and collegial relations among faculty that are so important in supporting quality higher education.

AFT and Part-time/Adjunct Faculty

Since 1979, the American Federation of Teachers has spoken out against the overuse and exploitation of part-time/adjunct faculty. The AFT and its affiliates have attempted to advance this cause by publishing research, issuing policy statements and advocating for part-time/adjunct interests in forums as varied as academic conferences, media interviews and political rallies. In recent years, the AFT and its affiliates have launched pay-equity campaigns before state governors and legislatures, many of which have achieved significant results.

The union has placed top priority on organizing part-time/adjunct faculty and has supported grassroots information and organizational efforts such as Campus Equity Week 2001. Finally, AFT affiliates have used the collective bargaining process to make concrete gains on behalf of our principles. Further information on these activities can be found in a number of publications—most notably, *The Vanishing Professor* and *Marching Toward Equity*, which are posted on the AFT Web site: www.aft.org/higher_ed.

Standards of Good Practice

With this publication, the AFT proposes to take a further step. We are putting forward a

coordinated set of standards of good employment practice focused on ensuring economic and professional equity for part-time/adjunct faculty. This publication is based on the principle that high standards for employing part-time/adjunct faculty must be coupled with equity in compensation and professional treatment. A task force of the AFT higher education program and policy council developed the standards, working with an advisory committee of part-time/adjunct activists. The names of task force and committee members appear on the inside cover of this document.

AFT believes these standards of good practice are sensible, logical and achievable. We recognize that our agenda is broad, but we believe it is essential to lay out the clearest and most comprehensive standards we can. Then, it is up to us and to our readers to work toward achieving these goals—remembering that academic unions and faculty activists, working in their own states and on their own campuses, are making progress in implementing almost every standard in this report.

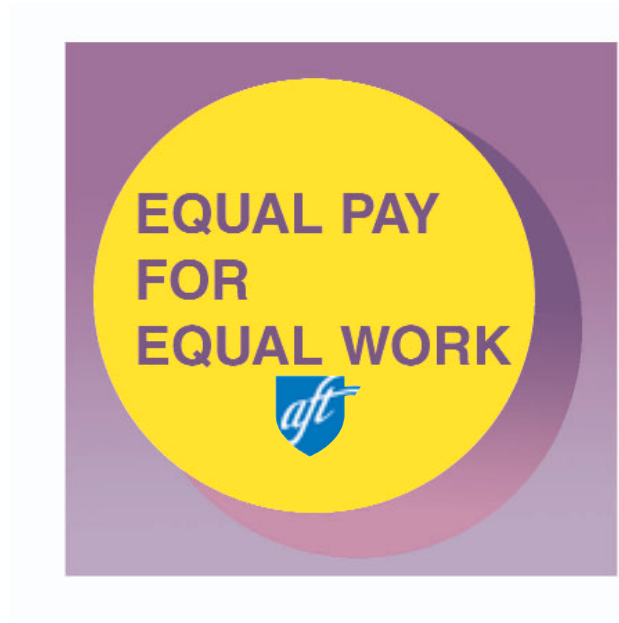
The standards are divided into two sections:

1. Curbing the Exploitation of Part-time/Adjunct Faculty in Employment
 - Standards of Compensation
 - Terms of Employment
 - Standards of Professional Responsibility and Support
2. Ensuring Full Rights for Part-time/Adjunct Faculty Within Their Unions

We are putting forward a set of standards of good practice focused on ensuring economic and professional equity.

SECTION ONE

Curbing the Exploitation of Part-time/Adjunct Faculty in Employment



Standards of Compensation

1. Part-time/adjunct faculty should be paid a salary proportionate to that paid full-time tenured faculty of the same qualifications for doing the same work.

When an institution has hired a person and put him or her in charge of a classroom and students, there is no excuse for denying that individual the same salary, pro rata, as a full-time faculty member is paid for his or her assignment. This principle extends to any

other work (such as advisement, committee participation, research, etc.) done by part-time/adjunct faculty members that parallels the work of full-time faculty.

Although no state currently offers or requires full pro rata compensation for part-time/adjunct faculty members, higher education unions and grassroots activists have spurred a number of states, notably California and Washington, to take significant steps in

that direction. Higher education unions in the United States and Canada also have made gains in achieving pay parity through the collective bargaining process.

The manner in which pro rata pay is calculated is a matter of institutional choice depending on the nature of the college or university. In general, however, these standards are organized around the principle of pairing *fully proportionate* professional responsibilities with *fully proportionate* compensation.

2. Part-time/adjunct faculty should receive prorated sick leave and pay for holidays and breaks.

3. Part-time/adjunct faculty should receive proportionate healthcare and pension benefits. Faculty carrying less than a half-time load should pay a pro rata premium for health and pension benefits. Those working half-time or more should receive full employer-paid benefits, and these benefits should be paid year round.

4. Part-time/adjunct faculty should be paid for holding office hours for student conferences. Students in any class need their professors to be available to answer questions and to offer academic advice—either in a conveniently located office or, in distance-education courses, through an electronic medium. (See “Standards of Professional Responsibility and Support,” on page 14.) This work, like any other, should be compensated. The grim reality, however, is that almost all part-time/adjunct faculty today are paid only on the basis of their time in the classroom

and in effect “donate” time with their students.

Full pro rata pay would address this problem if the calculation of pro rata includes office hours. In the absence of full pro rata pay, however, part-time/adjunct faculty should receive additional compensation to hold office hours. California, among other states, currently is moving in this direction.

5. In the absence of full pro rata pay, part-time/adjunct faculty who participate in institutional committee work should be compensated for doing so. (See also “Standards of Professional Responsibility and Support.”)

6. Part-time/adjunct faculty should have unemployment insurance available to them when they are not on the college payroll. Full-time faculty have a guaranteed assumption of continuing employment. Their salaries, whether computed on a nine-month or 12-month basis, take this into account. These conditions almost never obtain for part-time/adjunct faculty. Until full equity is achieved—including assurance of continued employment—part-time/adjunct faculty should be eligible for unemployment benefits.

These standards are organized around the principle of pairing fully proportionate professional responsibilities with fully proportionate compensation.

Terms of Employment



1. Part-time/adjunct faculty members should be hired initially with the same care and subjected to the same interview process as any other applicant to the department. In terms of credentials, part-time/adjunct faculty should meet the same minimum educational and experiential qualifications as full-time faculty who would be teaching the same course. High recruitment standards also offer part-time/adjunct faculty the opportunity to provide documentation of their teaching and scholarship and enhance their academic standing within the institution.

In far too many institutions, part-time/adjunct hiring may be done at the last minute, without casting a wide net and without requiring the same qualifications or going through the same interview process as full-time faculty. As noted earlier, the vast majority of part-time/adjunct faculty members manage to do a fine job under very adverse circumstances. But quality in the classroom should not be left to luck. A credible hiring process provides the essential foundation for

financial and professional equity.

2. A probationary period of time should be set for the evaluation of part-time/adjunct faculty members, after which they will achieve a form of job security. Evaluation criteria, standards and procedures, commensurate with the professional obligations of the position, should be comparable to those of full-time faculty. Evaluation should take place over several terms but, given the nature of part-time/adjunct employment, unbroken service should not be required.

3. Upon successfully completing a probationary period, part-time/adjunct faculty should achieve a form of seniority. Living in a perpetual, year-after-year state of anxiety about last-minute appointments makes it extremely difficult for part-time/adjunct faculty to plan courses, blend courses into the overall curriculum and integrate themselves into the professional life of the institution.

Following probation, part-time/adjunct faculty members should be placed on an institutional or departmental part-

time/adjunct seniority list for future appointments with full credit for previous service. This may include eligibility to be hired for multiyear contracts rather than waiting until the end of each year, or each term, to see if they will be rehired. A number of AFT unions have negotiated what they call “certificates of continuing employment,” which provide some protection from retrenchment for those part-time/adjunct faculty members who have demonstrated their competence. Where this is the case, students enjoy the benefit of classes taught by proven faculty who know the curriculum and understand the organization’s culture—a stable work force with higher morale and a greater investment in the institution.

4. Once seniority is achieved, part-time/adjunct faculty should be subject to non-reappointment in only two circumstances: if the courses taught are not being offered, or for cause, utilizing all due process protections.

Arbitrary non-reappointment of part-time/adjunct faculty is destructive to the institution’s professionalism and to academic freedom in the classroom. If courses in a part-time/adjunct faculty member’s department, which the faculty member previously had taught, are not being offered, part-time/adjunct faculty members with seniority should be given priority consideration to teach such courses when and if they become available again. Barring that, non-reappointment of part-time/adjunct faculty with seniority should be permitted only for cause and only with due process protections.

5. Part-time/adjunct faculty should be permitted to order their own texts and design their own courses unless these are departmental decisions, in which case part-time/adjunct faculty should be invited to participate in the deliberations.

6. Qualified part-time/adjunct faculty who have successfully completed a probationary period should be given preference in consid-

eration for full-time positions in accordance with the requirements of the position, the needs of the department and the part-time/adjunct faculty member’s seniority.

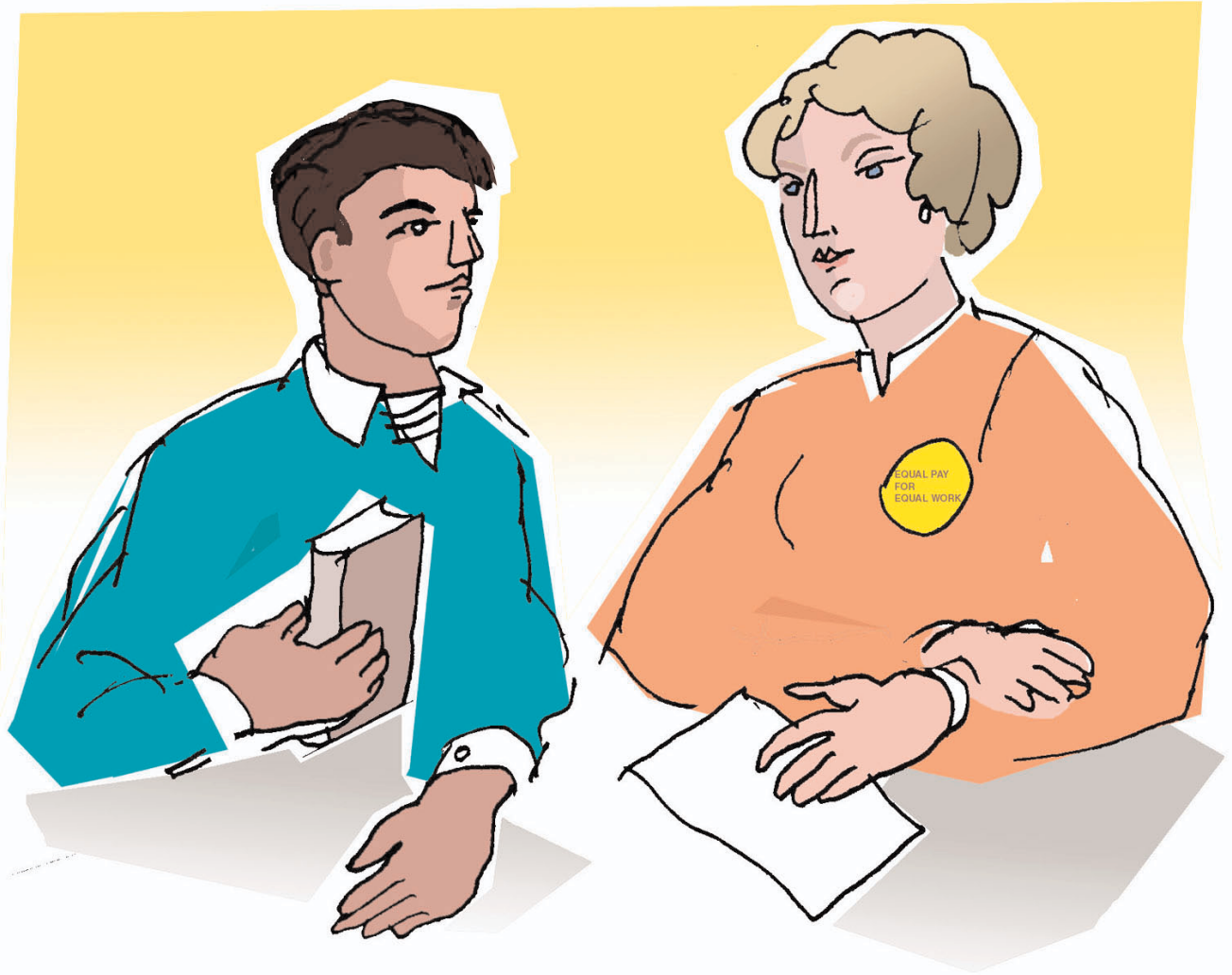
Too often, service—even distinguished, long-time service—as a part-time/adjunct faculty member is overlooked when new full-time tenure-track positions become available in the department. This can happen for a number of reasons. For example, the creation of the new full-time position may have been so long in coming that the full-time faculty members are eager to cast the widest possible net by conducting an extensive national search.

Another reason is more pernicious:

Qualified academics who take on part-time/adjunct positions because of the unavailability of full-time positions may discover that administrators and even some of their full-time colleagues question their professionalism due to the very fact that they accepted non-prestigious part-time work. The issue of professional respect urgently needs to be addressed on campus by initiating regular dialogue among faculty of all ranks—informally, through academic committees, and under the auspices of the union on campus, if one is available. Part-time/adjunct faculty members who have shown a record of achievement at the institution deserve preference in the appointment process, and many institutions have initiated successful systems for doing so.

Too often, service—even distinguished long-term service—as a part-time/adjunct faculty member is overlooked when new full-time tenure-track positions become available in the department.

Standards of Professional Responsibility and Support



1. Upon initial appointment, part-time/adjunct faculty members should be oriented to the institution and to the department, to the curriculum and support services, to the institution's governance and structure, and to the department's expectations regarding the successful performance of their duties. If there is a collective bargaining contract, part-time/adjunct faculty should be fully advised of their contractual rights and responsibilities.

2. To ensure adequate preparation time,

class assignments should be made, whenever possible, using the same calendar and time line accorded full-time faculty. Part-time/adjunct faculty should have the right to express preferences concerning courses, schedules and locations.

3. Part-time/adjunct faculty should be provided suitable office space and should have paid office hours to meet with their students.

Paid office hours are a matter of course for full-time faculty but not for part-

time/adjunct faculty. Not surprisingly, most part-time/adjunct faculty members make extraordinary efforts to see their students, even though they may not be required to hold office hours and are not paid for doing so. But this should not be left to chance or be allowed to perpetuate unfair treatment. Any reasonable standard of good practice not only should require office hours but also compensation for them.

4. Part-time/adjunct faculty who have achieved seniority and the job security that goes with it should be invited to participate in departmental meetings and other committees with voting privileges and should be compensated for doing so. Compensation for assuming this responsibility either should be part of a package of pro rata pay or should be provided separately.

The surest way to address institutional isolation among part-time/adjunct faculty is not by *excluding them* from faculty decision-making, but by *including them* in every way possible. Students can only benefit when their part-time/adjunct instructors are more intimately involved in curricular and institutional affairs. Academic policymaking can only be strengthened by including the perspective of all the professionals teaching at the institu-

tion. Part-time/adjunct participation in governance also advances the goal of strengthening mutual professional respect among all faculty members.

5. Part-time/adjunct faculty should have access to secretarial and technological support services necessary to the fulfillment of their responsibilities as well as to adequate supplies, to the library and to other campus privileges.

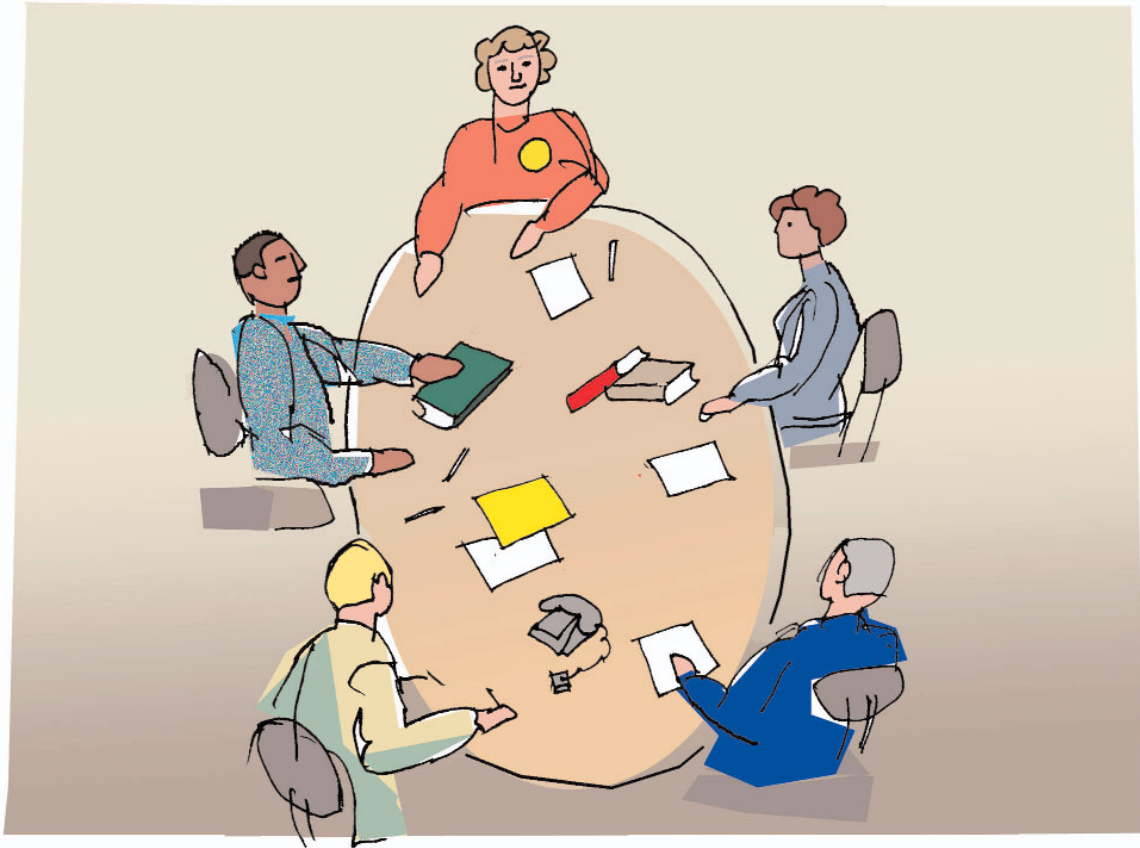
6. Part-time/adjunct faculty should have opportunities and financial support to participate in conferences and workshops for their professional development, to apply for grants and to participate in the institution's tuition support program.

Professional development is particularly important for today's faculty in light of continual advances in educational technology and new research into student learning styles.

The surest way to address institutional isolation among part-time/adjunct faculty is not by excluding them from faculty decision-making, but by including them in every way possible.

SECTION TWO

Ensuring Full Rights for Part-time/Adjunct Faculty Within Their Unions



With the understanding that only through collective action can progress be made, it is not surprising that part-time/adjunct faculty members around the country have sought or are seeking to form a union in order to bargain collectively with their employers. About 75,000 part-time/adjunct faculty are now in unions. Of these, approximately 45,000 are represented by the AFT, which years ago made part-time/adjunct faculty organizing a top union priority. Although some campus unions of

part-time/adjunct faculty have been formed without the participation of a national labor organization, the vast majority have been organized by, and/or are currently affiliated with a national union.

Some part-time/adjunct faculty unions represent only the part-time/adjunct faculty at their institutions. More, however, are part of the full-time faculty union at their institutions. Within the AFT, for example, there are approximately 135 local affiliates representing both full- and part-time faculty, while 17 represent the part-time/adjunct faculty only.

The vast majority of organized part-time/adjunct faculty teach at public institutions. However, as the number of part-time/adjunct faculty members has begun to mushroom at large private institutions, so has organizing interest in that sector. Interest in organizing has also been strengthened by national grassroots public awareness campaigns such as Campus Equity Week 2001.

It is easy to see why most part-time/adjunct faculty unionization has been done in conjunction with a national union and, where possible, with the full-time faculty on campus. Part-time/adjunct faculty members are scattered by geography and by class schedules; generally, they are poorly paid and lacking in institutional clout. Affiliating with others allows part-time/adjunct faculty to draw on greater financial and political resources, both in organizing and maintaining a healthy union. In fact, many of today's unionized part-time/adjunct faculty members were recruited by the full-time faculty for inclusion in their campus union. In other cases, the full- and part-time/adjunct faculty united as a result of state rulings about the composition of bargaining units.

Organizing in conjunction with the full-time faculty, however, is not always easy. On some campuses, there may be no full-time faculty union. On others, the full-time faculty may be wary of assuming the substantial financial responsibility of representing many hundreds or even thousands of adjuncts who can contribute relatively little to the union coffers. Occasionally, unity is thwarted because of unwarranted prejudice and mistrust between the full-time and part-time/adjunct ranks. In order for a union made up of both full-time and part-time/adjunct faculty to function effectively, it is essential that the full-time faculty treat their part-time/adjunct colleagues as equals within their profession and within the union. Full-time and part-time faculty alike need to understand that their success in winning salary increases, for example, cannot be seen

as a zero sum game in which advances for one constituency must be won at the expense of the other. There are often myths to be overcome and potential conflicts to be discussed.

The AFT believes it is essential that all workers on campus fight to expand the fiscal pie rather than divide it at each other's expense—and this battle can best be won through solidarity. Full-time faculty must recognize that part-time/adjunct faculty are exploited and that the presence of an exploited group of workers is a threat to the rights and prerogatives of all. Part-time/adjunct faculty need to recognize that implementing high employment standards and rebuilding the corps of full-time faculty are goals in their best interest too. Most of all, the full-time faculty

must treat the part-time/adjunct faculty with respect. Too often, part-time/adjunct faculty have felt that full-time faculty members do not see them as professional colleagues—an attitude that is factually incorrect and detrimental to advancing common interests.

As a general rule, the AFT believes that all academic workers at an institution should be in the same union. In some cases, however, despite effort by both the part-time and full-time faculty, the two constituencies have not been able to reach a joint understanding, and as a result separate unions have been formed. In that event, the different unions on campus should coordinate closely with one another.

With that in mind, we offer here a set of eight basic principles—in effect, a bill of rights—to delineate what the AFT believes part-time/adjunct faculty have a right to expect of the unions with which they affiliate

Part-time/adjunct faculty members have a right to know the degree of commitment to part-time/adjunct organizing that national unions are prepared to demonstrate.

Part-time/adjunct faculty, often treated as second-class citizens at work, never should be treated as second-class citizens in their own union.

or consider affiliation.

1. National unions seeking to organize part-time adjunct faculty members should be committed to sustain a vigorous organizing campaign at the campus and to make a priority of part-time/adjunct organizing nationally. As was noted earlier, part-time/adjunct organizing can be problematic. Getting lists of potential members, finding and contacting them, generating sufficient income to win an organizing drive and to sustain the union afterward—these are all tough challenges. Part-time/adjunct faculty members seeking to organize must understand that a large part of the effort will fall on their own shoulders, but national organizations must be ready to answer hard questions about support and service.

Each institutional part-time/adjunct campaign is also part of a national movement and draws political strength from that movement. Part-time/adjunct faculty members have a right to know the degree of commitment to part-time/adjunct organizing that national unions are prepared to demonstrate.

2. Where full-time and part-time/adjunct faculty members are in the same union on campus, the part-time/adjunct faculty must have full voting rights on all union matters, including the election of officers and the ratification of contracts. This policy also should be reflected at the state and national levels of the union. Part-time/adjunct faculty, often treated as second-class citizens at work, never should be treated as second-class citizens in their own union.

3. Where full-time and part-time/adjunct

faculty members are in the same union on campus, part-time members should be actively encouraged to participate in all union affairs. At the most basic level, this means conducting drives aimed at encouraging part-time/adjunct faculty members to become union members, and incorporating agency fee provisions that encourage their membership. Just as important, special efforts should be made to bring part-time/adjunct faculty into union leadership positions (including service on union committees and bargaining teams) and to encourage their participation in membership drives and other union affairs.

4. Where full-time and part-time/adjunct faculty members are in the same union on campus, the part-time/adjunct faculty have a right to expect that their union, including the full-time faculty, will push for full implementation of the standards of good employment practice outlined in this report. Part-time/adjunct faculty members have a right to expect that their concerns will be a central, not peripheral, part of the union's priorities in dealing with management. Where there are separate full-time and part-time unions on campus, both parties should make a major effort to coordinate their priorities and to resolve potential conflicts of interest. If the union has a state affiliate, part-time/adjunct faculty members have a right to expect that their issues will receive priority attention in legislative advocacy, particularly in terms of seeking appropriations to achieve pay parity.

5. Where the full-time and part-time/adjunct faculty members at an institution are not in the same union, regular communication and information exchange should be established between representatives of the full-time and part-time/adjunct faculty. It is far preferable for faculty to work out potential differences over issues of employment, compensation and professional rights/responsibilities among themselves,

rather than permitting management to play off one side against the other.

6. Given the rewards that come from developing an effective union, membership dues for part-time/adjunct faculty should be set at a high enough level for the local union to be strong, while at the same time taking into account the limited compensation part-time/adjunct faculty receive. This is true both for unions representing only part-time/adjunct faculty and for unions that combine full-time and part-time/adjunct faculty.

7. All faculty unions on campus should take responsibility for initiating programs aimed at increasing understanding between full-

time and part-time/adjunct faculty members. Unions should provide a forum for working through myths and stereotypes and developing mutual respect and trust. State and national unions should also take steps to achieve this goal.

8. National, state and local higher education unions should provide information to, and advocate on behalf of, part-time/adjunct faculty applying for unemployment insurance during periods when they are not teaching.

It is far preferable for faculty to work out potential differences over issues of employment, compensation and professional rights/responsibilities among themselves.

Conclusion



There is an urgent need to professionalize the manner in which part-time/adjunct faculty are employed, compensated, supported and treated in higher education—both by their employers and their unions. The standards of good practice laid out in this report will be the cornerstone of AFT’s continuing efforts to promote equity and high standards for part-time/adjunct faculty.

But improving the treatment of part-time/adjunct faculty addresses only part of the academic personnel crisis in higher education. In addition to the explosion in part-time/adjunct faculty hiring, colleges and universities around the country are greatly expanding the number of full-time temporary, nontenure-track faculty jobs, as well as increasing the teaching performed by graduate employees. Many of the destructive patterns of exploitation and unprofessional treatment that characterize the treatment of part-time/adjunct faculty are being mirrored in these other personnel trends.

The AFT is committed to working on

every front to restore high-quality, professional personnel practices in higher education. Before long, we will prepare publications on the need for solid standards of good practice in the employment of temporary nontenure-track faculty as well as graduate employees.

In addition, high on the union’s agenda will be a renewed effort to restore the ranks of full-time tenured faculty positions. The AFT and its local affiliates have worked in state legislatures and at the bargaining table to increase the number of and funding for full-time tenure lines and to establish reasonable ratios between part-time and full-time faculty. Some of these efforts have succeeded (see AFT’s *Marching Toward Equity*), but much remains to be done. In response, the AFT is planning to propose model state legislation that would establish a formula to determine when an academic department needs to create new full-time tenured faculty positions. Our union is committed to restoring a healthy balance in the faculty corps that sustains our nation’s higher education.

For more information about the American Federation of Teachers' work on part-time/adjunct faculty issues, visit the AFT Higher Education Web site at www.aft.org/higher_ed.





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